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ABSTRACT

In April 1980, a conference dealing with sex equity issues and employment was co-sponsored by Hagerstown Junior College and the Maryland State Board of Education. The first keynote speaker was Marian Lang, who works with Black and Decker, Inc. facilities nationwide on the issues and problems of affirmative action. Her presentation began with a statistical review of the number of women in the workforce. She then examined the low earning profile of women compared to men, the historical and psychological reasons for this lag, the education needed by both men and women to correct this problem, and the steps management can take to review and improve sex equity within their own companies. The second keynote speaker was Fred Gross, Vice President for Personnel at American Health and Life Insurance Company. Mr. Gross examined the stereotype of the passive, dependent woman and discussed the need for managers to confront and dispel such attitudes among themselves. The conference report includes an agenda, outlines of both keynote presentations, and a summary of the discussions that occurred in group sessions, concerning women's commitment to the job, their methods of coping with insecurity, their views of business, the societal restraints which keep women from advancement, and the male cliques within management structures which hinder women's participation in decision-making. (JP)

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# AFFIRMATIVE ACTION:

## A Responsible Management Approach

A Conference sponsored by
Hagerstown Junior College
in cooperation with
Maryland State Board for Community Colleges

April 1980

JC 800 386

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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## PREFACE

For the past decade, two divergent forces have been active in the world of management. Affirmative action and management development to promote retention have been primary issues confronting practicing managers and management theorists. The Hagerstown Junior College conference was designed to address both.

One of the problems that has contributed to lack of direction for these forces has been the failure of an attempt to integrate them. Management development can foster affirmative action, while affirmative action will broaden the scope of management development. The contents of this proceedings provide a blueprint which can be followed by those agencies seeking to realize the potential inherent in affirmative action and management development. I commend their application to you.

Two people are particularly responsible for the continuing efforts made by Hagerstown Junior College in the area of women's affairs. Dr. Marie Nowakowski and Ms. Diane Weaver have made the Women's Conference a continuing success for the past five years. It is my hope that as we enter a new decade, this activity will become even more comprehensive and relevant.

Michael H. Parsons

Michael H. Parsons
Dean of Instructional Affairs

AFFIRMATIVE ACTION: A Responsible Management Approach

Hagerstown Junior College

April 25, 1980

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## INTRODUCTION

In June, 1979, Hagerstown Junior College co-sponsored with the Maryland State Department of Education a conference dealing with sex equity issues in higher education. Representatives to that conference included people from community colleges, and several Washington County employers.

The participation of those employers indicated what we thought was a desire on their part to learn more about sex equity issues and employment. Therefore, in the fall of 1979, we prepared a proposal for an affirmative action conference which would be directed to employers. The proposal was accepted for cosponsorship by the Maryland State Board for Community Colleges, and the conference was scheduled for April 25, 1980.

The focus of the conference was to be how a responsible management approach to affirmative action could work. We wanted employers to learn techniques for recruiting, training and retaining women employees. We also wanted employers to share some of their own strategies and problems.

In order to provide the best information possible, we arranged for two speakers with a great deal of experience in affirmative action. Marian Lang, Employee Communications Supervisor of Black and Decker (U.S.) Incorporated, works with Black and Decker facilities nationwide on the issues and problems of affirmative action. Fred Gross, Vice President, Personnel, American Health and Life Insurance Company, also spends a great deal of time and effort on affirmative action issues.

As the conference planning took shape, it was decided that Ms. Lang would focus her remarks on methods employers could use to guarantee equal opportunity. Mr. Gross would concentrate on the attitudinal changes necessary to institutionalize and internalize affirmative action. Both speakers would further address these issues in small groups, where the conference participants would be encouraged to respond, make suggestions, and consider their own affirmative action efforts.

Many worthwhile ideas came out of the conference, some with possible future applicability. One such idea was the concept of manager as career counselor. Programs for training could be designed to help managers guide their employees' career planning. Other excellent suggestions are presented in these proceedings.

In these conference proceedings may be found: the program of the day's activities; the remarks of the keynote speakers; reports from the small group sessions; participants' evaluations; and a list of those who attended.

We hope readers of these conference proceedings will benefit from both the information presented and the conference model itself.

Diane E. Weaver
Conference Coordinator

Marie E. Nowakowski
Conference Coordinator

AFFIRMATIVE ACTION:
A RESPONSIBLE MANAGEMENT APPROACH

Hagerstown Junior College
Friday, April 25, 1980
Auditorium, Classroom Building

PROGRAM

| | |
|---|---|
| 8:30 - 9:00 a.m. | Reception |
| 9:00 - 9:30 a.m. | Welcoming Remarks<br>Dr. Atlee C. Kepler, President<br>Hagerstown Junior College |
| | Keynoters |
| | *Ms. Marian Lang<br>Employee Communications Supervisor<br>Black and Decker (U.S. Incorporated) |
| | Mr. Fred W. Gross<br>Vice President, Personnel<br>American Health and Life Insurance Company -- an operating company of Commercial Credit Company |
| 9:30 - 10:30 a.m. | Two Small Group Sessions |
| 10:45 - 11:45 a.m. | Focusing on Priority Setting and Strategies for Recruiting, Training and Retaining Women |
| | Each participant will have an opportunity to attend both sessions. |
| 12:00 - 1:30 p.m. | Lunch, Career Programs Building, Room 209 |
| | Evaluation |
| | Adjourn |

*Substituting for Ms. Jody Johns.

Outline of Keynote Remarks

Given by Marian Lang,
Employee Communications Supervisor,
Black and Decker (U.S.) Incorporated

## HOW TO RECRUIT, TRAIN, ADVANCE AND RETAIN WOMEN EMPLOYEES

(Introductory remarks)

Problem is a paradox, because there are more women in the workforce than ever before; they are anxious to be trained to hold good jobs with good companies, where they can see a bright future and receive just rewards for their contributions.

REVIEW:

- Statistics: Who the women are; where they are in relation to men.
- Historical reasons for earnings gap
- Need for re-education of men and women
  (Fred Gross will talk about cultural and psychological aspects.)
- Steps companies can take to bridge the gap.

STATISTICAL REVIEW (from Bureau of Labor Statistics)

1.5 million more women workers in 1979 than in 1978 (60% of the year's total labor force gain).
3 of every 5 married couples had at least two wage-earners, and nearly half of all wives worked.
One-parent families headed by women rose to 8.5 million, or one out of every seven families.
More than half of the country's children under 18 had working mothers.
By 1979 women received nearly half of the total master's and doctoral degrees in the U.S. and one-fifth of medical, legal, and professional degrees.

FACT: In 1977, median income of female college graduates (including those with advanced degrees) who worked year round, full-time, was below median income of male high school dropouts.

Women are concentrated in five areas of so-called "women's work":

- Secretarial/clerical
- Household/services
- Bookkeeping
- Teaching (elementary)
- Waitress

Regardless of the criterion chosen -- age, education, or prior work experience -- women, in each category, earn far less than men with the same characteristics, even when they work the same number of hours.

Women's earnings are far below men's within all major occupational groups, and in many occupations women's relative position has deteriorated over the past 10 years.

HISTORY:

The sizeable gap in earnings between men and women is as old as recorded history. There is a biblical reference to sex-segregated pay scales. Leviticus (27:1-4) describes a conversation between God and Moses in which adult males are valued at 50 shekels of silver and adult females at 30 shekels -- a ratio strikingly like that of today.

During the Industrial Revolution in 19th century England, employers based wages on what they perceived as the subsistence requirements of the workers. Records show that women's wages were set at about 60% of men's -- presumably because they were supposed to require less subsistence.

Today, the average wage for full-time year round women workers still stands at about 60% of the male wage.

MALE EARNINGS PROFILE VS. WOMEN'S EARNINGS PROFILE

Men: Rises sharply through 20's and 30's, peaks in mid-40's, declines slightly thereafter.
Women: Rises hardly at all; on average, peaks at age 30.
- The youngest working women in 1975 earned 75% as much as men of the same age.
- Women in late 40's to early 50's earned only 52% of the amount for men in their age group.

Question: Did women in the 40-50 age group drop out of the work force to have families?

FACT: Single women -- never married -- had earnings profiles almost identical to the married women, even though job tenure for the single women was the same as tenure for men in the same age bracket. Continuous work experience raised the earnings ratio for the single women by only one point.

HOW CAN WE ACCOUNT FOR THE LAG?

- Depression: Women whose husbands worked were not hired; if they had jobs and married, they were fired.

- Recent recessions: Last hired, first fired, based on senority rules.

- Following World War II: Companies had to make place for returning veterans; women left the workforce or stepped down.

- Vietnam Veterans: Government regulations mandate preferential treatment; affects job opportunities for women.

- "Baby Boom" following WWII: Initially took women out of the job market. Today "babies" are moving into middle age. People in their 30's are competing for management positions and the supply of good jobs is not increasing.

- Children grown, women enter the work force late:
  .To "help out" with college tuitions, new home, new car
  .Little or no preparation
  .Few or low aspirations
  .Looking for a job, not a career

- Low turnover among long-service male employees in some high level occupations is one of the primary reasons that it will take decades before women are well represented in the upper echelons of many companies

- Other barriers to advancement:
  .Husband's career moves
  .Job requirements (undesirable) - Examples:
    Working conditions
    Jobs that require forceful personalities
    Jobs that require extensive travel
  .Fear of Affirmative Action regulations
    (Men feel they are now in competition with all women; in the past it was only with the unusual woman.)
  .Uncertainty and anxiety on the part of both men and women, in unaccustomed work situations
  .Restricting women to the fringes of the formal and informal corporate network
  .Lack of clear-cut career patterns for women, leading to managerial levels
  .Lack of management commitment

IMPLEMENTING CHANGE: Education needed on both sides, men and women.

Women

- Need to understand how senior executives think women in business should behave ("older men not only make the rules, they determine who gets to play")
- Need to realize business is a "game" and how to play by the rules
- Need to differentiate between a job and a career
- Must learn to recognize and interpret career-related issues
- Need informal training (crucial for access to top jobs)

Men

- Need to stop seeing all women as secretaries or clerical help, always in some kind of supportive role
- Need to recognize women as professionals in the work force
- Need to admit they may have some problems in dealing with women as bosses, peers, and subordinates

CONFERENCE BOARD STUDY

- Conducted to learn from efforts of major organizations to change the relative status of working women.
- Purpose: Focus attention on this complex problem
  Provide experience-based, results-oriented information to help key executives improve their company's efforts to provide equal employment opportunity for women.
- Results published: "Corporate Experiences in Improving Women's Job Opportunities", October, 1979

Findings:

.In most companies, women will be represented first as "individual contributors" in professional or managerial positions. Movement to higher management levels occurs later, because most key management jobs are filled by promotion.

.Problems are "people problems" not related to one sex or the other.

.Many individuals (especially women in clerical or other lower level positions) have all the requisites for advancement but present assignment doesn't allow effective display of their skills and knowledge.

.Success is often based on self-fulfilling prophecy (those clearly designated for success receive special mentoring and other forms of formal and informal organizational support).

.Strong commitment in support of those who have been promoted--especially to non-traditional assignments--is essential.

.Women need to know what support they are entitled to receive.

.All individual development is self-development. The most an organization can do is provide active support and encouragement plus appropriate opportunities.

.Individuals are not likely to strive toward self-development unless they expect their efforts to be rewarded.

.It is still an individual decision whether to take on additional responsibilities.

Question: How does an organization know who the individuals are who want the additional responsibility?

Suggestions:

-Keep special lists of women who are likely candidates for promotion or transfer, or those who have expressed interest in promotion

-Job posting

-Career planning discussions during performance reviews

-Job analysis (looking beyond the job title to the true nature of the job; identify skills, knowledge and personal characteristics necessary for successful performance).

-Avoid stereotypes

WHAT CAN COMPANIES DO
TO IMPLEMENT CHANGE?

Organizational Appraisal: Ten steps to take

(1) Study not policy, but practices; not goals, but achievements

(2) Occupational Census

-What percentage of total personnel are women?

-What percentage of supervisory, managerial, and professional staff are women?

(3) Examine career patterns of women employees

-How did they progress?

-Key question: How many have gone through corporate training programs and advanced at about the same rate as their male peers?

-How many occupy positions as executive assistants, or are "filling in" for men on a temporary basis?

-How is women employees' potential recognized?

-How long has it taken them to "arrive" at management levels?

-What is their average length of service? Are they promoted because they stay, or do they stay because they're promoted?

(4) Examine personal data (pinpoints accomplishments as well as failures)

-How many are married?

-How many married since employment?

-How many have children?

-Average age of women in supervisory positions

-How many jobs prior to working with your company?

-How many previous executive/supervisory experiences?

(5) Examine earnings gap between men and women in positions of responsibility.

(6) Former women employees: Did they leave because

-Disliked their jobs (within a year or less)?

-Personal reasons, major advancement (after 10 or more years)?

-Career paths are blocked (leave within 3-5 years)?

-Higher salary?

-More responsibility?

-More congenial atmosphere?

-More opportunity for additional training?

-Potential for mobility?

(7) Recruiting Procedures

-Campus recruitment: 50% of small companies
85% of large companies
30% at women's colleges

-Consider

.American Association of University Women (local chapters; headquarters in Washington, D.C.)

.Alumnae Advisory Center (NYC)

.Women's Educational and Industrial Union (Boston)

.Society of Women Engineers (chapters at Engineering schools)

(8) Training Opportunities

-Tuition refund programs
-Workshops
-AMA seminars
-In-house: Look beyond the number of trainees and focus on:

.Are there women on the training staff to whom the trainees can relate?

.Are opportunities provided for discussing problems women managers may have with the men who will supervise them?

.Are there opportunities for discussing problems arising from men in positions subordinate to women?

.Are qualifications for the training programs equal for men and women?

.Do training programs diffuse problem situations before they develop (role playing)?

(9) Schedule Changes

-Flex time
-Part time
-On-call
-Time-sharing

(10) Management Commitment: Token or Real?

SUMMARY

We have finally recognized how unfair it has been to limit women to such a narrow range of jobs, earnings potential, and opportunities. It seems especially inappropriate to turn around and expect all women to be equally interested in, and equally qualified, for all jobs. Clare Booth Luce, former Congresswoman and U.S. ambassador, said, in a talk to the annual presidential dinner at Claremont Men's College, Claremont, California:

> "I think it is about time to leave the question of what is or is not women's role in society up to Mother Nature -- a difficult lady to fool.
>
> You have only to give women the same opportunities as men, and you will soon find out what is or is not their nature. What it is in women's nature to do, they will do, and you won't be able, in the end, to stop them.
>
> But you will also find, and so will they, that what is not in their nature, even if they are given every opportunity, they will not do, and you won't be able to make them do it."

It is important for us, here, right now, of course, to monitor what is happening to the various protected groups so that our management can be sure that the whole organization has understood the EEO message. Success in this, as in all else, is most likely to come to those who actively and persistently strive for it.

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Outline of Keynote Remarks

Given by Frederick W. Gross
Vice President, Personnel
American Health and Life Insurance Company
(An Operating Company of Commercial Credit Company)

## WOMEN IN MANAGEMENT

In my speech, I focus on the emotional reaction that men have to women as managers.

98% of all managers are men, therefore, we need to be concerned with how men feel about women in management.

Stereotypical views of men and women:

| Men are: | Women are: |
|---|---|
| Aggressive | Passive |
| Independent | Dependent |
| Strong | Fragile |

The women's liberation movement has rejected the traditional stereotype of women and their role in society. Many women now wish to excel in areas that were previously male dominated, such as managing business operations. These women refuse to accept traditional stereotypes. This presents a problem for men because they have been strongly conditioned to assume their role-even though the requirements of this role may actually be very self-destructive for many men.

Additionally, although we perceive women to be dependent upon men, it may in fact be the opposite. Much evidence suggests that men are often strongly dependent upon women. Children are generally dependent upon the mother when they are growing, while most fathers play a passive, non-involved role with their children. Early authority figures, like elementary school teachers, are women. Many men seek a wife similar to their mother in order to continue the dependency established in childhood.

The management levels of business have always been occupied by males. Women are now becoming assertive, independent, and demanding of a role in management. Many men feel threatened by an assertive, independent woman who does not fit the traditional role of the passive person dependent on the man. They are resistant to women in management, but because of the traditional taboos in our society towards men expressing their anger and frustration towards women (men should be protective of women) they are unable to clearly express the feelings that they have concerning women in management.

Men may worry that they will be dominated, even replaced by women in management. They may also be concerned that women no longer need them as a provider because women are now able to survive on their own. These feelings, and others, need to be expressed by men before they can fully accept women as equals in management.

In summary, if your company currently has women in management, or plans to develop women for these roles, you need to be aware of the feelings of your current managers towards such a change. If these feelings are not expressed, your managers may subvert the progress of women in management in very subtle, but effective, ways.

I would suggest retaining the services of a consulting psychologist to explore these issues with the managers in your workgroup.

AFFIRMATIVE ACTION: A Responsible Management Approach

## Group Sessions

Group Leader:
Marian Lang

Recorder:
Bruce Begole

Background: The total audience was divided into two groups of approximately 20 persons per group for the purpose of discussing "Priority Setting and Strategies for Recruiting, Training and Retaining Women".

### Group One

First Question: Women lack commitment to the job.

The individual making the above statement indicated that women seldom view jobs as careers and therefore are not as committed or likely to stary with an employer if difficulties arise or another offer comes along.

The general discussion following this statement touched on:

1. moving in a career is an accepted practice among managers or professional types
2. the question of single or married women as it pertains to the commitment.
3. several supported the statement and related examples
4. another indicated it was attributed to a lack of confidence
5. one participant felt that this statement would depend upon the composition of the work force and nature of the business or industry

Second Question: How do women deal with insecurity?

Responses:

1. must be dealt with on an individual basis

2. age produces different reactions

3. people must be matched to jobs

4. people in general don't like change

5. psychological factors play an important role in this

Third Question: What are women's views of business?

It was generally agreed that women don't make these views known or that the business world does not solicit women's views.

Fourth Question: Is the degree of education obtained a factor in a woman's level of responsibility on her job?

The consensus was "yes", degrees and responsibility go together - however, at many levels experience outweighs formal education.

Group Two

First Question: Do social restrictions, such as "members only" clubs and other male organizations keep women from advancing or having the same advantages men do from belonging to such class and organizations?

Answer - yes, alot of business is conducted in such places.

Second Question: What does a woman do when she is excluded from decisionmaking when she ought to be contributing? In other words, when "cliques" preclude full participation in decisionmaking.

Answer: Question the policies and procedures - don't become embroiled in a personal struggle.

Third Question: The leader (Ms. Lang) related the questions from the previous group and asked for responses. The question of "commitment" was raised.

Responses:

"maintenance men do too!"
"some women have no real aspirations."
"low-pay jobs tend to cuase this."
"many women have additional home responsibilities."

Fourth Question:

A participant indicated that she felt that education was the key issue. She mentioned early identification of career fields, requirements, etc. In short, schools would be the place to address these questions.

# AFFIRMATIVE ACTION:
# A RESPONSIBLE MANAGEMENT APPROACH

## Group Session Notes

Discussion Leader:
Fred Gross

Recorder:
Judy Guerrieri

Group One:

The major theme addressed by group one, focusing on priority setting and strategies for recruiting, training and retaining women, was socialization. Group members agreed career emphasis remains on traditional areas for both female and male, and that parents and peers retain negative support for non-traditional occupations.

The problem was addressed in connection with a question by a representative of a public utility company regarding the lack of female applicants for blue-collar positions. Given that the blue-collar positions include necessary safety factors, the group believed emotional and psychological factors inhibit female applicants for these positions. Women managers in the group expressed their opinion that those women with the education and support systems to break job barriers are not applying for blue-collar jobs, but for management positions.

It was suggested that companies overhaul their recruitment activities and provide in-house training. A personal supervisor was deemed a favorable idea for the initial woman hired in a non-traditional area to maintain a daily check on the new employee's progress and problems. A close check on the reasons for female employees changing companies was advised.

To combat the problem, an early career awareness program was suggested for the secondary school system, the group agreeing most career choices were firm by junior and senior years. Educating the community, especially young students, in non-sex-type occupations was deemed a priority to ensure future ability to recruit women in all areas.

Group one also tackled the quota system, participants dividing their views between an EEO advantage to minorities in employment and no real change in the employment picture.

Although court orders guarantee a certain number of minorities in some companies, half of the group believed legislated opportunities were token efforts and reached only a small number of persons.

The quota system was also perceived as a hindrance in some cases, an employee's qualifications coming under doubt by company employees who assume the minority candidate was hired to fulfill EEO guidelines.

Geographic location hinders some organizations seeking minority employees. A representative from a rural community college said the area was not attracting minority candidates, but the college was conforming to affirmative action policies by promotion from within.

A second community college experienced salary problems and found itself unable to compete monetarily with businesses in the Baltimore-Washington area.

Group Two:

Group two discussed the effects of sexual harassment on the job. While group members believed sexual harassment had a cultural basis and stemmed from learned, stereotyped behavior, they also believed it was a reality which decreased productivity and restricted the opportunities of female management.

Informal business conducted during lunch, dinner and after work cocktails could be denied women because of their sex. The ability to get ahead was compared to the ability to get along with personnel in the business organization, an ability which could be limited by male-female relationship myths.

Male and female managers meeting for lunch, dinner or drinks is a tension producing situation. Group two believed a woman manager has to deal with "what people think", as opposed to the reality, and that businessmen may not ask a woman in management to lunch because of "what people think". Women in management often assume their work day ends after they leave the office while for many men dinner and drinks with business associates is an extension of the business day.

To deal with male insecurity prompted by female management and with male reinforcement to female employees, written performance evaluations were deemed a necessary and effective tool. Reinforcement and insecurity were termed people management problems, rather than male or female oriented.

Geographic area was a factor in group two's discussion. One rural

business representative also supported promotion from within as good affirmative action practice when recruitment resources were limited by geographic location.

An opinion was voiced concerning the effect of a particular population or area concerning affirmative action. One group member suggested certain areas exist which should not be on the affirmative action frontier. The representative said the practical, regardless of right and wrong, could hamper affirmative action. Built-in resistance to change by current employees and management could cause a woman to fail. If the failure were perceived as a "female" failure, it could set back affirmative action practices in the organization.

Other group members believed EEO legislation requires the hiring of the most qualified candidate, regardless of internal resistance or hesitation. Again people management was stressed, group members stating hiring should be based on an individual's performance, what a person can bring to a job, not on what a woman or a man could bring to a job, or whether a man needs the position as head of household, or whether a woman is working for extra money.

Legal steps by women to secure a position in a notoriously non-female management organization was discouraged in two respects. Group members said a woman should determine what legal action would achieve and weigh the results against seeking a position in a less stereotyped organization. Legal action was also seen as a possible deterrent to promotion if a company was put on the defensive.

A manufacturing representative presented the problem of a lack of female applicants for blue collar positions posted within the organization. The group described the situation as an awareness problem, especially applicable to under-educated women who may not have been exposed to changing values in the work place.

HAGERSTOWN JUNIOR COLLEGE
Hagerstown, Maryland



April 25, 1980

AFFIRMATIVE ACTION:
A Responsible Management Approach

EVALUATION SUMMARY

A. Conference Topics:

1. Keynoter: Ms. Marian Lang

a. This presentation met my expectations.

| 7 | 7 | 2 | 2 | 0 | Number of Responses |
|---|---|---|---|---|---|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | 18 |

b. I will be able to apply the material in my work setting.

| 1 | 11 | 5 | 1 | 0 | |
|---|---|---|---|---|---|
| SA | A | N | D | SD | 18 |

2. Keynoter: Mr. Fred W. Gross

a. This presentation met my expectations.

| 5 | 6 | 5 | 2 | 1 | |
|---|---|---|---|---|---|
| SA | A | N | D | SD | 19 |

b. I will be able to apply the material in my work setting.

| 4 | 6 | 4 | 3 | 2 | |
|---|---|---|---|---|---|
| SA | A | N | D | SD | 19 |

B. Small Group Sessions (Responses Combined For All Small Group Sessions)

a. These presentations met my expectations.

| 6 | 22 | 5 | 1 | 1 | |
|---|---|---|---|---|---|
| SA | A | N | D | SD | 35 |

b. I will be able to apply the material in my work setting.

| 4 | 20 | 10 | 1 | 1 | |
|---|---|---|---|---|---|
| SA | A | N | D | SD | 36 |

C. Conference Arrangements:

| | SA | A | N | D | SD | Number of Responses |
|---|---|---|---|---|---|---|
| 1. The style of presentation met my expectations. | 6 | 11 | 2 | 0 | 0 | 19 |
| 2. The preparations for the conference met my expectations. | 7 | 10 | 2 | 0 | 0 | 19 |
| 3. The lunch at the workshop met my expectations. | 10 | 8 | 1 | 0 | 0 | 19 |

D. Summary Evaluation:

| | SA | A | N | D | SD | |
|---|---|---|---|---|---|---|
| 1. The workshop was worth attending. | 7 | 10 | 2 | 0 | 0 | 19 |
| 2. I would attend another workshop. | 7 | 11 | 1 | 0 | 0 | 19 |

3. My suggestions for improving the workshop are: (Participant Comments)

1. have conference on what it means to be white, male
2. more AAP information
3. more specifics. Planned agenda for workshops
4. charge next time to assure full attendance
5. shorten lecture - increase small group
6. would like attend a workshop in regard to EEO for minorities
7. felt Mr. Gross could have offered more suggestions and directed the discussion toward the issues
8. greater concentration on key topics by expanding the time frame involved
9. was happy it was kept small - better opportunity to express opinions. Thank you - enjoyed and learned!!!

AFFIRMATIVE ACTION: A Responsible Management Approach

Hagerstown Junior College
April 25, 1980

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Director of Accounting/Personnel
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